



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 10851275
SAU: Kittery School Department
School: Shapleigh Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 7

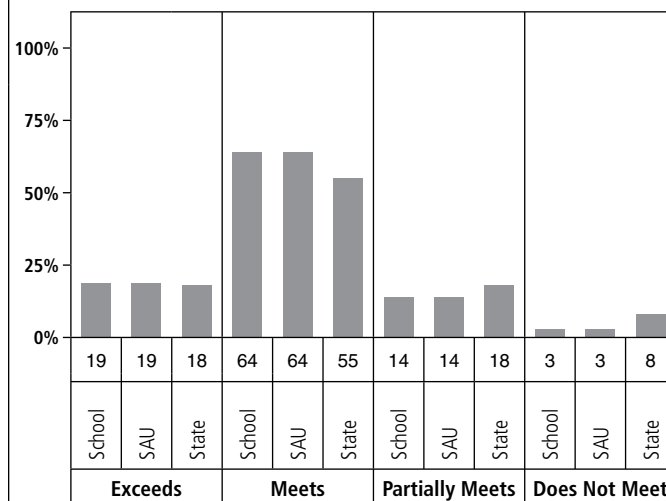
SAU: Kittery School Department

School: Shapleigh Middle School

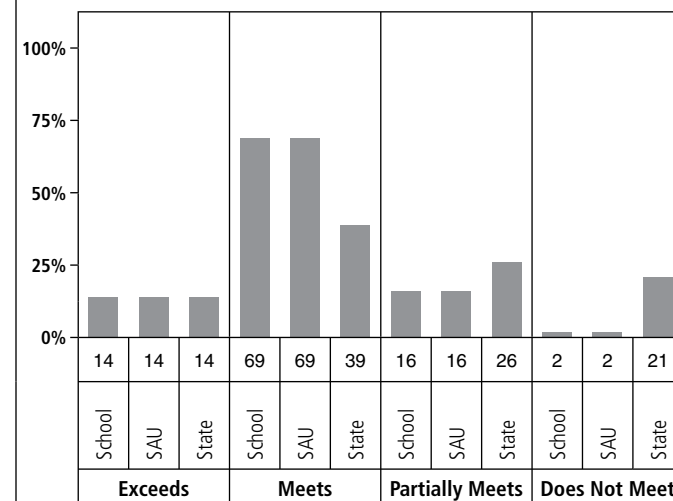
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	749	749	745
2006–2007	750	750	748
2007–2008	753	753	750
Cum. Avg. *	750	750	748
Mathematics			
2005–2006	745	745	740
2006–2007	745	745	742
2007–2008	751	751	743
Cum. Avg. *	747	747	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: Kittery School Department
 School: Shapleigh Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	65	100	65	100	14818	100	64	98	64	98	14698	99	64	98	64	98	14694	99												
Ethnicity African American/Black	3	5	3	5	381	3	3	100	3	100	372	98	3	100	3	100	375	99												
American Indian or Native Alaskan	1	2	1	2	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	1	2	1	2	219	1	1	100	1	100	213	97	1	100	1	100	217	99												
Hispanic	2	3	2	3	178	1	2	100	2	100	176	99	2	100	2	100	177	100												
Caucasian/White	58	89	58	89	13927	94	58	100	58	100	13825	99	58	100	58	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	8	12	8	12	2556	17	8	100	8	100	2508	99	8	100	8	100	2497	98												
Current LEP	2	3	2	3	363	2	2	100	2	100	352	97	2	100	2	100	360	99												
Economically disadvantaged	16	25	16	25	5461	37	16	100	16	100	5408	99	16	100	16	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	58	89	58	89	12195	82	58	89	58	89	12215	82												
Identified disability (PET/IEP)	2	3	2	3	418	3	2	3	2	3	421	3												
LEP	2	3	2	3	183	2	2	3	2	3	183	1												
504 plan	0	0	0	0	181	1	0	0	0	0	182	1												
Participation with accommodations	6	9	6	9	2320	16	6	9	6	9	2303	16												
Identified disability (PET/IEP)	6	100	6	100	1912	82	6	100	6	100	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	0	0	0	0	244	11	0	0	0	0	226	10												
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	176	1												
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0												
Non-participation – other	1	2	1	2	93	1	1	2	1	2	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 7
SAU: Kittery School Department
School: Shapleigh Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	18	17	18	17	1769	11
	2006-2007	17	21	17	21	2630	18
	2007-2008	12	19	12	19	2604	18
	Cum. Total*	47	19	47	19	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	54	52	54	52	7521	49
	2006-2007	40	50	40	50	7605	51
	2007-2008	41	64	41	64	8049	55
	Cum. Total*	135	55	135	55	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	25	24	25	24	3773	24
	2006-2007	17	21	17	21	3000	20
	2007-2008	9	14	9	14	2672	18
	Cum. Total*	51	21	51	21	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	6	6	6	6	2399	16
	2006-2007	6	8	6	8	1620	11
	2007-2008	2	3	2	3	1190	8
	Cum. Total*	14	6	14	6	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	37.3	66.6	37.3	66.6	35.3	63.0
Literary Text	28	50	18.4	65.7	18.4	65.7	17.3	61.8
Informational Text	28	50	18.8	67.1	18.8	67.1	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA–READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Kittery School Department
 School: Shapleigh Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	64	12	19	41	64	9	14	2	3	753	64	19	64	14	3	753	14515	18	55	18	8	750
Ethnicity																						
African American/Black	3										3						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	1										1						211	26	47	20	6	752
Hispanic	2										2						173	12	54	18	15	746
Caucasian/White	58	11	19	36	62	9	16	2	3	752	58	19	62	16	3	752	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	8	1	13	2	25	3	38	2	25	742	8	13	25	38	25	742	2330	2	30	36	32	735
No	56	11	20	39	70	6	11	0	0	754	56	20	70	11	0	754	12185	21	60	15	4	753
Current LEP																						
Yes	2										2						342	8	46	22	24	741
No	62	12	19	39	63	9	15	2	3	753	62	19	63	15	3	753	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	16	3	19	11	69	2	13	0	0	751	16	19	69	13	0	751	5299	9	51	26	14	745
No	48	9	19	30	63	7	15	2	4	753	48	19	63	15	4	753	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	64	12	19	41	64	9	14	2	3	753	64	19	64	14	3	753	14514	18	55	18	8	750
Gender																						
Female	25	7	28	15	60	3	12	0	0	757	25	28	60	12	0	757	7084	24	55	15	6	752
Male	39	5	13	26	67	6	15	2	5	749	39	13	67	15	5	749	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	6	47	34	12	743
No	64	12	19	41	64	9	14	2	3	753	64	19	64	14	3	753	13569	19	56	17	8	750
Gifted/talented program																						
Yes	0										0						574	61	38	1	0	765
No	64	12	19	41	64	9	14	2	3	753	64	19	64	14	3	753	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: Kittery School Department
 School: Shapleigh Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	748	2	0	100	0	0	748	6	9	42	24	25	741
B. less than one hour	30	4	21	11	58	2	11	2	11	751	30	21	58	11	11	751	50	17	56	19	8	750
C. one to two hours	67	8	19	28	65	7	16	0	0	753	67	19	65	16	0	753	40	20	58	16	6	752
D. more than two hours	2	0	0	1	100	0	0	0	0	748	2	0	100	0	0	748	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	40	5	20	17	68	2	8	1	4	754	40	20	68	8	4	754	36	24	58	14	5	753
B. They match some of what I have learned.	54	7	21	20	59	6	18	1	3	752	54	21	59	18	3	752	50	16	58	19	8	749
C. They match just a little of what I have learned.	6	0	0	3	75	1	25	0	0	747	6	0	75	25	0	747	11	13	45	26	16	745
D. There is no match.	0										0						3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	16	5	50	5	50	0	0	0	0	765	16	50	50	0	0	765	28	35	52	9	5	756
B. good	63	7	18	26	65	6	15	1	3	752	63	18	65	15	3	752	52	15	60	18	7	750
C. fair	16	0	0	6	60	3	30	1	10	744	16	0	60	30	10	744	18	3	49	33	15	742
D. poor	5	0	0	3	100	0	0	0	0	751	5	0	100	0	0	751	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	7	1	25	1	25	2	50	0	0	750	7	25	25	50	0	750	16	13	48	23	16	745
B. about the same as my regular schoolwork	79	10	21	29	60	7	15	2	4	753	79	21	60	15	4	753	65	18	57	18	7	750
C. easier than my regular schoolwork	15	1	11	8	89	0	0	0	0	754	15	11	89	0	0	754	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	0										0						9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	71	4	9	30	68	8	18	2	5	749	71	9	68	18	5	749	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	29	8	44	9	50	1	6	0	0	762	29	44	50	6	0	762	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	36	4	18	14	64	3	14	1	5	751	36	18	64	14	5	751	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	64	8	21	25	64	5	13	1	3	754	64	21	64	13	3	754	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	24	4	27	8	53	2	13	1	7	754	24	27	53	13	7	754	17	25	57	13	6	753
B. 20 minutes to an hour	65	8	20	26	65	5	13	1	3	753	65	20	65	13	3	753	45	22	56	16	6	752
C. less than 20 minutes	8	0	0	4	80	1	20	0	0	746	8	0	80	20	0	746	13	14	56	21	9	748
D. I rarely read at home.	3	0	0	1	50	1	50	0	0	741	3	0	50	50	0	741	24	8	53	26	13	745
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	744	100	0	100	0	0	744						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: Kittery School Department
School: Shapleigh Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	13	13	13	13	1646	11
	2006-2007	14	18	14	18	2142	14
	2007-2008	9	14	9	14	2028	14
	Cum. Total*	36	15	36	15	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	48	47	48	47	5497	36
	2006-2007	33	41	33	41	5642	38
	2007-2008	44	69	44	69	5703	39
	Cum. Total*	125	51	125	51	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	28	27	28	27	4514	29
	2006-2007	20	25	20	25	4077	27
	2007-2008	10	16	10	16	3733	26
	Cum. Total*	58	23	58	23	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	14	14	14	14	3797	25
	2006-2007	13	16	13	16	3001	20
	2007-2008	1	2	1	2	3054	21
	Cum. Total*	28	11	28	11	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.3	58.1	9.3	58.1	8.8	55.0
Cluster 2: Shape and Size	14	25	6.8	48.6	6.8	48.6	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	4.1	51.3	4.1	51.3	3.5	43.8
Cluster 4: Patterns	18	32	10.2	56.7	10.2	56.7	7.9	43.9

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Kittery School Department
 School: Shapleigh Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	64	9	14	44	69	10	16	1	2	751	64	14	69	16	2	751	14518	14	39	26	21	743
Ethnicity																						
African American/Black	3										3						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	1										1						216	25	34	23	18	748
Hispanic	2										2						175	9	32	30	29	737
Caucasian/White	58	9	16	39	67	9	16	1	2	751	58	16	67	16	2	751	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	6	75	1	13	1	13	743	8	0	75	13	13	743	2321	2	16	26	55	727
No	56	9	16	38	68	9	16	0	0	752	56	16	68	16	0	752	12197	16	44	26	15	746
Current LEP																						
Yes	2										2						356	7	23	24	45	731
No	62	9	15	43	69	9	15	1	2	751	62	15	69	15	2	751	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	16	2	13	10	63	4	25	0	0	750	16	13	63	25	0	750	5301	5	31	31	33	736
No	48	7	15	34	71	6	13	1	2	751	48	15	71	13	2	751	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	64	9	14	44	69	10	16	1	2	751	64	14	69	16	2	751	14517	14	39	26	21	743
Gender																						
Female	25	4	16	15	60	5	20	1	4	751	25	16	60	20	4	751	7086	14	40	26	20	743
Male	39	5	13	29	74	5	13	0	0	751	39	13	74	13	0	751	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	4	23	36	37	733
No	64	9	14	44	69	10	16	1	2	751	64	14	69	16	2	751	13572	15	40	25	20	743
Gifted/talented program																						
Yes	0										0						575	64	31	3	1	765
No	64	9	14	44	69	10	16	1	2	751	64	14	69	16	2	751	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: Kittery School Department
School: Shapleigh Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	748	2	0	100	0	0	748	6	7	29	26	37	734
B. less than one hour	30	3	16	11	58	5	26	0	0	749	30	16	58	26	0	749	50	13	39	26	22	742
C. one to two hours	67	5	12	32	74	5	12	1	2	751	67	12	74	12	2	751	40	15	42	26	17	744
D. more than two hours	2	1	100	0	0	0	0	0	0	764	2	100	0	0	0	764	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	41	7	27	16	62	2	8	1	4	754	41	27	62	8	4	754	32	21	40	23	16	747
B. They match some of what I have learned.	56	2	6	26	72	8	22	0	0	748	56	6	72	22	0	748	50	12	42	27	19	743
C. They match just a little of what I have learned.	3	0	0	2	100	0	0	0	0	754	3	0	100	0	0	754	15	7	32	31	30	737
D. There is no match.	0										0						3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	19	5	42	7	58	0	0	0	0	761	19	42	58	0	0	761	25	34	42	13	11	753
B. good	52	4	12	24	73	5	15	0	0	750	52	12	73	15	0	750	47	10	45	27	18	743
C. fair	25	0	0	12	75	3	19	1	6	746	25	0	75	19	6	746	23	3	30	36	32	735
D. poor	5	0	0	1	33	2	67	0	0	744	5	0	33	67	0	744	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	1	8	9	69	3	23	0	0	749	21	8	69	23	0	749	36	6	38	29	27	738
B. about the same as my regular schoolwork	69	6	14	30	70	6	14	1	2	751	69	14	70	14	2	751	53	13	42	27	18	744
C. easier than my regular schoolwork	10	2	33	3	50	1	17	0	0	755	10	33	50	17	0	755	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	43	4	15	18	67	5	19	0	0	750	43	15	67	19	0	750	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	54	5	15	23	68	5	15	1	3	752	54	15	68	15	3	752	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	2	100	0	0	0	0	753	3	0	100	0	0	753	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	0										0						9	15	37	25	23	742
B. two or three days a week	42	4	15	17	63	5	19	1	4	750	42	15	63	19	4	750	20	13	41	26	20	743
C. two or three times each month	47	5	17	22	73	3	10	0	0	753	47	17	73	10	0	753	30	15	40	27	18	744
D. never or almost never	11	0	0	5	71	2	29	0	0	745	11	0	71	29	0	745	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	2	40	3	60	0	0	741	8	0	40	60	0	741	20	17	39	23	22	744
B. two or three days a week	19	1	8	9	75	1	8	1	8	749	19	8	75	8	8	749	29	16	40	25	19	744
C. two or three times a month	33	4	19	14	67	3	14	0	0	753	33	19	67	14	0	753	26	13	40	28	20	743
D. never or almost never	41	4	15	19	73	3	12	0	0	752	41	15	73	12	0	752	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	3	75	1	25	0	0	748	6	0	75	25	0	748	8	7	32	26	35	736
B. 30–45 minutes	25	2	13	10	63	4	25	0	0	750	25	13	63	25	0	750	41	12	38	27	23	741
C. 45–60 minutes	59	7	19	27	73	3	8	0	0	753	59	19	73	8	0	753	41	17	42	24	16	745
D. more than 60 minutes	10	0	0	4	67	1	17	1	17	745	10	0	67	17	17	745	10	15	38	25	22	743
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	758	100	0	100	0	0	758						